DOCUMENT RESUME

ED 229 063 JC 830 159

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TITLE Job Assistance for Battered Women.
INSTITUTION Borough of Manhattan Community Coll., New York, N.Y.
SPONS AGENCY New York State Education Dept., Albany.
PUB DATE [82]
NOTE 84p.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Battered Women; Career Guidance; Community Colleges; *Counseling Services; Decision Making; Employment Interviews; *Employment Programs; Job Application; Job Placement; Job Search Methods; *Program Development; *Reentry Workers; Referral; Self Evaluation (Individuals); Self Help Programs; Two Year Colleges; Workshops

ABSTRACT

This manual provides information, guidelines, and workshop materials for organizations interested in developing job assistance programs for battered women. First, introductory material discusses the economic situation of battered women and their special needs for support, skills development, job referrals, and training. Next, guidelines for program development are presented, focusing on staffing requirements and the responsibilities of the project coordinator, counselor, job developer, and secretary. The six components of the program model are described, i.e., outreach; recruitment; counseling/assessment/test preparation; training referrals; job development; and follow-up. Next, methods are described for achieving the program's five objectives: (1) provide skill and interest assessment; (2) offer workshops which help participants build self-confidence and explore and prepare for careers; (3) act as an educational broker; (4) provide job placement; and (5) publish a newsletter outlining upcoming educational and training programs. Following recommendations for program evaluation, the bulk of the manual presents materials and exercises for participants in workshops on career and life decision making; goal setting in preparation for work; job searching based on self-assessment; work histories, job applications, and resumes; resources for finding jobs; and job interviews. A bibliography of materials on women and careers is appended. (DAB)

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JOB ASSISTANCE

FOR

BATTERED WOMEN

BY

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INTRODUCTION

The purpose of the manual is to provide organizations the information and processes necessary to develop a program to serve women, especially battered women who have special needs in finding jobs. Because of the complexities of each community, not all of the components used in this program would be applicable. However, without "reinventing the wheel", portions of this program can be adapted and used in presenting ideas or proposals to community organization. A great deal of work goes on in program development that is not explained in the project proposal. This manual is attempting to bring together the goals and objectives of the proposal with the actual developmental process of the program which includes the workshops and the resources used.

The uniqueness of this program lies with breaking the cycle of violence by providing support, skill building referrals to jobs and training in order that the women can obtain economic independence. The job seeking skills have been developed by a number of organizations. Books and manuals are available by the hundreds, if not thousands. Women who have been beaten, who have been isolated in a violent home, and who are relegated to the welfare system, do not necessarily have access or reach out to such resources. Many times their attempts to find alternatives, whether it be economic, legal, health or whatever, have met with dead-end responses. A concrete, viable, well-connected job assistance program can provide some of the alternatives the women need.

The Job Assistance Project for Battered Women began when Sandra Blackwell Rumcyor of Borough of Manhattan Community College's Department of Continuing Education submitted a proposal to the New York State Education Department. With two years of partial funding a model program was developedby Susan Adair and Virginia Sanchez Tovar with the idea of providing information to battered women about available resources in NewYork City and how to access these resources. The service was offered through three shelters (Aegis, Henry Street, and HRA) the first year and expanded into several Victim Service Agency offices and Bronx Court the next year. During this period of time (18 months) 35 women were placed in jobs and 65 attended training programs . After two years the project was discontinued due to budget cuts and loss of funding.

THE STATUS OF VOCATIONAL ASSISTANCE FOR BATTERED WOMEN

The development of job assistance programs for battered women could not exist without acknowledging the women in grass-roots movements who chose to confront the issue of domestic violence.

Although the work is far from finished, much has been accomplished: More than 400 shelters now exist in the United States; legislation has passed; social service agencies changed priorities; hospital emergency room procedures evolved; training programs for police academies are being developed; etc. Less than a decade ago there were virtually no resources or support systems for battered women. The credit goes to the women in grassroots organizations who began offering safety to women and children out of homes, rented buildings and apartments; who had bake sales and garage sales to raise the funds for the programs; who spent many hours voluteering their time to make speeches, to staff the shelters, and to do the million and one tasks necessary to keep the services going.

The priorities in terms of shelter programs varied little across the nation because it was based on one issue - economic survival. First and primary on the list was shelter and food for women and their children. Then came staff to provide supportive services (counseling, advocacy, etc.) for the women. Acknowledging the trauma domestic violence had on children, children's programs were developed and funded. As each of these components became functional and stable, other options were available for consideration. We are now at a point where we can consider economic survival and independence as an important option for women who are economically dependent in a battering relationship. What happens to the woman and her children after her stay at a shelter?

Although we now have much more information about the issues of battering, the extent of the abuse is impossible to determine because very little is available in the way of reliable statistical data. As one researcher has put it, "Battered women are the missing persons of statistics."[1] Sociology professor Murray Strauss, who has studied family violence for the past 20 years, has testified before the New York State Legislature that he thinks approximately 3 to 4 million women are beaten by their husbands or partners each year.[2] However, another study indicates that accuracy lies between 14 and 15 million,[3] while a third estimate shoes that the figure may be as high as 28 million.[4]

Most people unfamiliar with the economic realities of a battering relationship feel that the woman should simply leave. What is usually not understood, however, is that the woman has limited financial resources. The battering relationship often has a profound effect on the woman's financial options. Should the woman decide to flee her home to find safety, it is likely that she will now have a very difficult time in being able to support herself without her husband's income.

This is one way by which women find themselves on the Welfare rolls. In New York City, for example, it is a requirement that women be unemployed before being accepted into a shelter. If the woman makes alternative choices, she quickly finds herself in need of more money than would be required under normal circumstances for setting up another household separate from the batterer. For instance, husbands, although mandated to support their wives, often do not do so, even when directed by the Courts. When this occurs, the woman's living costs continue to escalate since she is then forced to hire a lawyer. If the relationship is not reconciled, the woman's financial woes continue. In cases in which both the husband and the wife are working and have a combined income of $23,000, after the divorce women are earning an average of $8,000.[5] The fear of being unable to support themselves and their children trap many women in violent home situations.[6]

Even without the added trauma of being battered, employment issues for women become more significant when she becomes a single parent, a female wage earner and, for those on welfare, the compulsory welfare assistance program known as "WIN". If the woman does divorce and she has custody of the children, she has only a 42% chance of collecting child support. The second year drops off more dramatically - 25%. The average child support payment is $2,000 per year.[7] The woman must either find work to support her family or turn to welfare.

Women constitute 42.5% of the total labor force with 51.1% of all women 16 and over working. Of the women divorced, 74.5% are working.[8] However, women working full-time earn 60% of what men earn.[9] The differences in the earnings between women and men can be attributed to the types of career opportunities open to them. Even though women are moving into other areas, they are still concentrated in the clerical, sales and service areas which are lower paying occupations.

If a woman does decide to leave and find employment, she must find adequate daycare. "In 1974 there were 6.1 million children under six whose mothers worked, but the number of licensed daycare slots is estimated at only one million."[10] With the current budget cuts, daycare has been thrown into chaos. The number of slots has been drastically reduced. This means the woman has to hire private daycare.

A woman, as a single working parent, is faced with a relatively low paying job, childcare expenses, and monthly rent. After payroll deductions, she has little left over for utilities, groceries and clothing, much less for any luxuries such as schooling, etc. The alternative is welfare.

In order to use a shelter in New York City, a woman has to be on welfare or welfare eligible. Even if she has a job, she has to quit it to be accepted into the

the shelter. HEW statistics show that an average payment to a New York City mother with 2.5 children is only $355.00 per month or $4,260.00 per year.[11] According to WEAL Washington Report, 9% of welfare recipients are women and 80% of the households receiving Aid to Families with Dependent Children (AFDC) are headed by Women.[12] In fact, in New York City, the number of poor families headed by women is continually rising. Between 1974 and 1978, the number grew by 21%.[13]

The Welfare "Work Incentive" program (WIN) has felt the direct impact of the current budget cuts. While WIN was operational, they were able to subsidize a woman's salary for one year while she was employed at what many times was entry level positions. However, the employment offered by WIN was often low paying, low skilled labor and after the subsidies ceased, the woman could not afford to continue in the job and had no skills to find other paying work.

Richard Gelles in his paper "Abused Wives: Why Do They Stay?" concludes that "Educational and occupational factors are associated with staying with an abusive husband. Wives who do not seek intervention are less likely to have completed high school and more likely to be unemployed."[14] In Battered Women: A Summary by Sabra F. Wooley,[15] she states: "Even if a woman can ignore the general social message that she should stay in her situation, lack of economic resources may be an even more important factor in keeping her in the violent home."

The answer to these women's economic needs would obviously be jobs. Yet many or these women face severe barriers which prevent them from entering the labor force: inadequate training and education, lack of contacts within the job market, stress of finding a job under severe duress, and problems with childcare. Women who have been battered are experiencing a great deal of psychological stress which directly affects their self-esteem and sense of worth, two qualities essential in successful job hunting. Victims of domestic violence require special attention and services to help them become economically independent and self-supporting so that they can make more positive life choices for themselves and their children.

FOOTNOTES

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PROGRAM DEVELOPMENT

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GOAL: TO PROVIDE WOMEN WHO HAVE LITTLE OR NO JOB SKILLS AND WHO HAVE EXPERIENCED DOMESTIC ASSAULT, WITH JOB READINESS SKILLS AND JOB PLACEMENT ASSISTANCE.

****

Women who have experienced domestic assault and who have fled from their homes have an enormous task in front of them in rearanging their lives. The enormity of it can be debilitating. Not only arethey instantly thrust into becoming the "breadwinner" and head-of-household, along with legal matters if they are pressing charges or obtaining a divorce, they must 1) secure new living space, and 2) find adequate day-care. The after effects of the battering incident(s) is not to be forgotten or minimized. However, the strength and coping abilities of women are phenomenal.

It is essential, therefore, that a program be flexible. A program can provide support and general information while the women are working on concrete details in their lives concerning housing and daycare. Women must be able to enter and leave this system according to their needs. It is extremely difficult, although not impossible, to attend training classes or go to a job everyday and look for an apartment and juggle the children. A rigid system will continue to thwart the efforts of the women to separate from a battering relationship.

STAFF

Assuming that your organization can afford or have access to resources which allow you to have a complete staffing pattern, there are four essential positions: Project Coordinator, Counselor, Job Developer, and Secretary. The program can and has functioned with less personnel but it directly affects your outreach capabilities. Volunteers and existing agencies might be used to augment the program.

The Coordinator's responsibilities extend from program management to public relations. The strength of the programatic components are only as important as the referrals and resources within the community. With proper approaches you can find educational programs, vocational training and on-the-job training which will be direct lines into the community for the women who use your program without any additional costs to you. For example, the Adult Education offered by your local high school could offer free classes to a number of your clients or some business might offer training programs which would allow your clients to learn skills which would lead to a job.

Being creative and innovative is important. Some of the duties are:

- directs, plans, supervises all phases
  -makes contact with referral organizations (shelters, hotlines, hospitals, etc.,) and with the counselor plans service unit.
  -provides supportive resources in planning workshops with counselor and job developer.
  -works with job developer in contacting businesses and setting up programs.
  -plans and aids with follow-up procedures.
- disseminates information about the programs, ie. pamphlets, newsletters, contacts with businesses and school, membership in local and state-wide organizations.
- Implements evaluation activities.
- Responsible for fiscal management.
- Prepares Reports.
- Plans for program continuation and expansion

The Vocational Counselor provides direct service to the women, either at the agency sites if transportation and child care are problems, or at the project site if it is accessible and centrally located. Flexibility and mobility are important. Responsibilities include:

- skill and interest assessment
- interviewing
- individual and group sessions
- workshops
- follow-up referrals
- assistance in locating training programs

The Job Developer not only makes employment contacts but can also aid in the initiation of training programs which will result in jobs:

- contacts and visits employers
- researches potential jobs
- refers applicants for jobs
- assists with workshops
- follows-up referrals

The secretary handles all clerical, record-keeping and general office management functions for the staff. She, too, can aid in follow-up. Depending on geographic location and population composition, it is important that she, plus some other staff member, be bi-lingual. Of course, this is a bare bones staffing pattern. The program can be developed and function with less staff. However, with additional staff the potential for specialization and outreach is limitless.

There are volunteer groups which can be enlisted to develop the program for you. As with any volunteer who works with battered women, there needs to be a strong recruitment and training process. Issues around women working, battering and domestic violence, understanding the pressures of being single head of household , adequate

daycare, traditional and non-traditional work, etc., need to be explored thoroughly with any group who volunteers to develop the project within your community. Belief of women having the right to work in any job function is essential.

Some of the groups that can be contacted are:

Junior League
National Council of Jewish Women
church groups
women's clubs
retired persons' groups

as well as a general recruitment of volunteers for the specific program. Many times there are Displaced Homemaker's programs which would be willing to expand their services if contacted.

Your colleges and universities are good sources of interns from the social work, education and psychology departments. If you can work out adequate supervision with the departments, students can have a unique experience with program design, development and expansion, as well as providing direct service.

When resources are limited, you need to think creatively. The details of organizing each of these groups has been left vague because of the uniqueness of each community. Plan a meeting with representatives of groups who work in the vocational field. Have them "brainstorm" about how such a program could be established to meet the needs of women who have been battered and need decent employment to break the financial dependency of a battering relationship. Your community is your greatest resource.

PROGRAM DEVELOPMENT

A good model upon which to base your program has been developed by the Women's Bureau of the US Department of Labor. It is a model for their Women in Apprenticeship and Nontraditional Jobs program. As you go through it you will find that it is fairly self-evident and that each of the steps will at one time or another have to be addressed. It is, however, a good planning guide. The components of this model are:

1. Outreach
2. Recruitment
3. Counseling/Assessment/Test Preparation
4. Training Referrals
5. Job Development
6. Follow-up

Outreach is what it seems - reaching out to the population you want to serve.

The communities which already have programs to serve battered women will not require a massive outreach program. Job assistance can simply be added to the services available. In addition, it might create a different interest and allow more women to confront violence in their lives.

In communities where there are limited services, outreach can be approached in terms of:

1. newspaper articles, TV and radio talk shows;
2. announcements on bulletin boards, billboards or public transportation;
3. notices in neighborhoods;
4. articles in women's newsletters.

Successful outreach serves several purposes. Not only does it provide information to battered women about alternatives, but it also begins the process of public education. It generates interests and other like groups can contact you, thus extending your resources. Outreach also publicizes the organization doing it.

Recruitment is the actual orientation component of the program. Depending on your contact sources (shelters or community agencies) your orientation will be conducted in a group setting or on an individual basis. The importance should be placed on a systematic orientation for women in a supportive setting.

Orientation is the time to inform the women what they need to know for the jobs and training opportunities within your community. Nontraditional, as well as traditional, jobs need to be presented with an emphasis on amount of money the women will earn with a given amount of training. They need to know the job opportunities and requirements, how and where to receive training to meet the requirements, the working conditions, etc., so they make informed decisions. It is a time to present concrete options.

Counseling is guided by the individual women's preference and level of preparedness. Counseling is both realistic and supportive. It helps women clarify their career goals and understand what they need to do by focusing their energies into productive activities. Along with more detailed information about specific work, the counselorsneed to attend to issues of battering, safety, health, child-care, housing, legal matters and transportation.

At this point the woman is faced with a lot of decisions. Until some of them are resolved she may not be able to commit herself to a particular program. It is difficult to find housing, arrange for childcare, take care of legal matters, etc., while attendingtraining programs or going to a job. It does not mean it can not be

accomplished, but the enthusiasm generated by the possibilities of economic security fueled by anger at the batterer, the system, or whatever, can be deleterious to the woman as well as your program's credibility if she begins a program or job and can not continue.

The focus of the counseling is to aid the woman in the process of reevaluating and redirecting herself and rebuilding self-esteem. She learns to translate skills and abilities into the working world. She learns that her unpaid work, her interests, her hobbies can be important qualifying experience in a new career.

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OBJECTIVE ONE: TO PROVIDE SKILL AND INTEREST ASSESSMENT FOR APPROPRIATE REFERRALS TO TRAINING, EDUCATIONAL PROGRAMS AND EMPLOYMENT

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Women who have not worked outside the home for a number of years, or if at all, are many times unsure of their abilities. Their educational experience will be varied, from not completing high school to college degrees. Most people with the strongest skills are somewhat apprehensive when approaching an unknown entity, especially when their skills are being evaluated for a job. Therefore, it is essential that any pre-work program focus on confidence and self-esteem building while determining skills, abilities and strengths.

While desiring more education before attempting a job or a career has its merits, it can also be a crutch for not facing the job market. It can become a barrier which further serves to limit capabilities. There are good jobs at every educational level. It is simply a matter of accessing those types of jobs.

What is important in terms of skill assessment, is knowing what type of entry requirements there are for certain jobs and training programs. Doing well on a test may be a matter of reviewing basic skills. Others might need remedial work whereas some women may simply need practice in test taking. You should know the skill levels of the women if they are required to take entrance tests. Their experience with success or failure is more important now.

Several testing instruments are available, such as the CAT(California Achievement Test), ABLE(Adult Basic Learning Examination), TABE(Test of Adult Basic Education). Those tests are available in various degrees of difficulty and in Spanish and can test skills rather thoroughly. The middle level is sufficient to meet the needs of most and will not threaten abilities. For a quick assessment, usually the vocabulary, comprehension, computation and fractions sections are sufficient. Depending

on the population you are directing your program toward, you can vary your tests accordingly.

Many times the financial situation is so critical that any job sounds good. For short term , immediate satisfaction that is fine and it might turn into a long term situation. However, there are so many new and interesting fields opening up for women both in traditional and nontraditional areas that part of the assessment component should contain some interest survey such as the Kudar, Strong-Campbell, the Self-Directed Search, etc..

The Strong-Campbell was used initially in the first stages of this model. It has a computer scored print-out which is impressive, but the time in having it scored made it less useful than others. The Self-Directed Search is currently being used, and is available in different forms - regular, easy, Spanish, etc. With the companion brochures it is possible to explore a variety of career possiblities while evaluating interests and abilities. The Vocational Card Sort which is built around the SDS provides a quick translation of general interest into specifics.

Most interest surveys taken after a person is a certain age tend to validate particular skills and interests which have already been set on a person's mind and activity area. The best function of such surveys is to validate that a person does have certain skills and interests and also to serve as a reminder of other possibilities. At this point in the women's lives, it is important to bring out as many strengths as possible and to look at the positives.

While the skills assessment and testing component of the program can be very useful, it may also be overwhelming to women who feel they have no skills to assess. Self-evaluative assessment materials will allow women the privacy to look at strengths, interests and abilities. What is important, however, is the follow-up provided by the vocational counselor who presents the results of the assessments in terms of the current job market. Self-esteem issues are at stake in the assessment situation. Testing and assessment need to be presented in a positive manner.

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OBJECTIVE TWO: TO PROVIDE ASSISTANCE TOWARDS JOB READINESS BY OFFERING WORKSHOPS WITH AN EMPHASIS ON THE BUILDING OF SELF-CONFIDENCE AND THE EXPLORATION OF AND PREPARATION FOR THE JOB MARKET.

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The workshop concept is good if you have a group which is cyclical and which agree during the orientation to contract for a series of workshops. Most of the shelters find that there is a turnover pattern to their residents. Other organizations which offer telephone or walk in services could organize groups. It is the most expedient method to share information and materials to the most people.

The materials themselves are developed to be used on an individual basis if there is not a specified program focusing on job assistance. They are designed to lead a person from the initial steps of decision making and goal setting to searching for a job and practice for the interview:

Decision-Making: Your Job, Career, Life
Goal Setting: Preparation for Work
Work History, Application Forms, Resume
Job Search
Job Finding Assistance
The Job Interview

The workshop series should begin with an orientation which outlines what is available to the women, what is needed to obtain these positions and what they can expect from you. This is a critical time in building up strengths and maximizing the variety of skills the women have. It will enhance their thoughts about themselves and aid them in deciding which of the six workshops they need to pursue. For the first time in their lives, perhaps, they have received informed career development support.

Because the women present a variety of skills and educational levels, the entire series of workshops can be scheduled with the women deciding which ones fit their needs. There might be a group decision to eliminate or consolidate some of them. Flexibility without losing sight of the goals is important.

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OBJECTIVE THREE: TO ACT AS AN EDUCATIONAL BROKER, REFERRING PARTICIPANTS TO A NETWORK OF OTHER COMMUNITY AGENCIES, ORGANIZATIONS, AND SCHOOLS FOR FURTHER EDUCATIONAL AND VOCATIONAL TRAINING.

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Many times women who have gone straight from school into marriage feel that they have no marketable skills and want current training referrals. Training program referrals become a vital component in this system. The training referral sources they need to know about are those that are inexpensive or free and relevant to current technologies and business practices. This part of the system connects women to viable training sources.

The sources vary from community to community. The basic linkages are with high schools, community colleges, technical schools, trade training centers, etc. Grants, loans and scholarships can cover the costs of tuition programs. If these sources do not offer programs, one method of countering this void is to form an advisory committee composed of educators and members of community boards. It gives you credibility both with the women and the community.

Other sources for training exist mostly in the larger communities. Private Industry Council, which receives governmental funding, can be established in communities with a population over 500,000. Opportunities Industrialization Center has retrenched somewhat but still exists and offers free training. The National Puerto Rican Forum is also another organization to be found in metropolitan areas.

The private sector can be tapped in terms of sponsoring apprenticeship programs, training sites for on-the-job training both in the traditional and nontraditional areas, and funding for programs in the community. Again, creativity is the name of the game, and with community involvement your program strengthens and broadens its outreach capabilities.

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OBJECTIVE FOUR: TO DEVELOP JOB PLACEMENT OPPORTUNITIES, AS WELL AS ON-THE-JOB TRAINING PLACEMENT FOR WOMEN WITH JOB READY SKILLS.

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Some training programs offer placement services as part of the complete package. But job development serves many needs in your overall program. Job development is identifyingthe needs of employers for good workers and trainees. Job development is knowing the specifics: who is hiring, what kind of workers are needed, when will the hiring take place, what is the process for applying, who makes the decisions, what is the salary, what are the benefits, the working conditions. Job development is matching the right women with the right job.

As difficult as it is, there needs to be a strong follow-up component. It lets you know if the entire process is working - from the ourtreach to the counseling to the job placement. Are women finding and keeping their jobs? Are they satisfied? It lets you know what part of the program needs changing, if any is needed. And it allows the whole process to grow.

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OBJECTIVE FIVE: TO SEND A BI-MONTHLY NEWSLETTER WHICH OUTLINES UP-AND-COMING EDUCATIONAL AND TRAINING PROGRAMS TO FORMER RESIDENTS.

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Because women are at different stages in terms of stabilizing their lives to the degree where they can participate in your program, a newsletter is a method of continuing contact and providing up-dated information. It needs to be vocational in content and not jeopardize the woman if she has chosen to remain with her husband. It can address current training and educational programs, requirements, deadlines, trends in the job market, job opportunities, etc.. When she is ready, she will contact you.

One additional component which is helpful to the women, whether they are employed or not, is a support group. Not only does it break the isolation and aid in confronting the fears of the unknown, it creates a network of women who have knowledge of the job market, what jobs are available in their companies, what problems they had with work, transportation, daycare, etc., and some of the solutions they found. The location can be worked out within each community. Such groups, however, provide an invaluable source of knowledge, support and understanding.

EVALUATION

There are several methods of evaluating your progress. The bottom-line, however, is how many of the women you contact do, in fact, find satisfactory employment. You are looking at:

a. Number of women who seek and use program services.
b. Number of women who are placed in jobs or in on-the-job training or related programs.
c. Number of resources available to you.

Data can be collected:

Number of persons contacted
Number of persons screened and tested
Number of persons seeking follow-up services
Number of persons attending workshops
Number of persons who drop out of program
Reason for lack of completion

A formative evaluation assesses the progress toward fulfillment of goals and objectives of your program. It provides the opportunity for corrective feedback, as to the degree which the program is actually being implemented.

The following questions can be asked:

a. Have there been deviations from the project plan? Why? What is the rational for change? What are the changes?

b. Is the management design effective? Are modifications needed?

c. Are facilities adequate? What would be better?

d. Are effective communication networks being established between the staff, shelter and agency personnel and participants?

CONCLUSION

The purpose of a vocational program is to allow women to find economic alternatives to an abusing relationship. Feelings of helplessness and hopelessness, feeling inadequate, fear of the unknown, guilt - all the psychological aspects of being battered, coupled with a lack of knowledge about the working world, many times give women limited choices within a battering situation. Without financial support they can either choose to stay in the battering situation or go on welfare.

A well planned program provides support, information which has not been accessible to women, and jobs at an income level that will support them and their children above the poverty level. It can provide opportunities and feelings of self-esteem and personhood which are the rights of every individual. With economic independence, options become available.

A tangential benefit of making contacts within the community about educational and training programs and jobs is the education of these organizations as to battering and the effects of battering. In addition, not only do the contacts provide unique opportunities for the women who use the vocational services, but it gives the program credibility within the community. The more the community is involved in services to battered women the closer we come to eradicating violence in the home.

WORKSHOPS

Introduction

When you were growing up, you were taught by schools, church, society and parents that your major role was to be a wife and to raise children. While it is true that women receive a lot of satisfaction in providing for children and husbands, the same sources forgot to mention that women work for an average of 27 years and that there is an increase in single parent families with the women as head of the household. As a result, women do not consider the realities of being the "breadwinner" or preparing for a job.

Right now you are experiencing a lot of changes in your life and are wondering when will it all fall into line. You are having to make so many decisions about you and your children and where to go from here. Where should you live, how to get food, clothing and furniture, how to transfer your children to new schools, how to meet new people and, most of all, how to support yourself are some of the questions that are running through your mind right now. Some of it has to be done immediately and some can be put on the back burner.

The purpose of this pamphlet is to consider the process of finding a job based on your skills, needs, values, and wishes. The type of work you ultimately choose will be more enjoyable and rewarding as you learn more about yourself and what you would like to do. You can plan for the immediate future while making long range plans. It's all part of the decision-making process.

There are decision making processes you need to go through as you consider some of the possibilities that lie ahead of you for a good job. It seems like a lot has to be done at once but you already have been making important choices and decisions - many times without realizing it. You will now learn to apply this same process to finding a job and a worthwhile career.

Decision-Making: Your Job, Career, Life . . .

Workshop: DECISION-MAKING: YOUR JOB, CAREER, LIFE

Goal: To consider the process of making a decision and appying it to short-term and long-term employment goals.

Materials:

1. Handbook, or
2. Values Sheet
3. Discussion Sheet
4. Decision Making Practice Sheet
5. Cant/Wont exercise

Instruction:

Identify every day occurences which involve decision making. Use the process to find individual needs. Elicit as many examples as possible to practice the process.

1. What time to get up.
2. What to wear.
3. Where to go first.

Emphasize that by sharpening awareness skills one can begin to look critically at abilities and needs.

Decision Making: Your job, career, life

Very few decisions or choices have to be forever. When you decide on one thing, you might then find out that there are other alternatives you never knew about. But it took making a decision to find out about everything else. You have the freedom to make important decisions that affect your life. Now, while you have a good support group to talk with about some ideas you have, it is a good time to take a look at your life.

Begin to consider the process by which you make decisions or have made decisions in the past. Or consider how sometimes you didn't make a decision about something and just let whatever happen. Even that non-decision was a decision because it affected you and how you live. However, sometimes, no matter what you did or didn't do, it didn't seem to matter. Beyond a few unavoidable circumstances, you can take a certain amount of control where you want your life to go, how you want to spend your time, and with whom you want to be. It takes planning.

Having to plan and think ahead takes a lot of work, especially when so many life decisions have to be made. Take this time for yourself to consider what you would really like to do. Knowing what you want makes it easier to figure out how to get there. You might not be able to take the most direct way and you might be changing some of your values and priorities as you learn more. But the way to get something is to go after it. This doesn't mean it is going to be easy.

As you begin to make decisions, you find that you make them in terms of what is important to you. Some of those things or principles are values. They are learned from experiences in your life and include things like family, health, financial security, honesty, friendship, etc. These values mean a lot to you when you begin to think about decisions. If your decisions don't include them, you will find that you will not be satisfied with the decision. Or if you make a decision based on someone else's values in trying to please them,

it won't work for you either. You'll sabotage it in some way unless you seriously consider how you made your decision.

Let's find out what some of those values are which are important to you.

From the following list choose those principles or values which you find meaningful. Rate them in importance with 1 being the most important.

Respect	Peace
Personal Appearance	Learning
Cleanliness	Health
Honesty	Courage
Adventure	Equality
Winning	Ambition
Independence	Money
Education	Friendship
Responsibility	Creativity
Family Security	Privacy
Freedom	Love
Orderliness	Other _____
Self Control	
Possessions	
Power	

Now think of a decision you made either recently or in the past which was important to you. Write it down.

_____

_____

Which values or principles were important to that decision? Write them down. _____

Discuss them with your group.

We find many times that what is important to us influences our actions. When you begin to consider a job, these principles will be important to you. They aid you in your decision making.

Decision making involves a process. Once you realize how you make decisions, you begin to take some control over your life. The process begins with the issue or the problem which faces you now. You begin to think how you would like to resolve it. This is your goal which is based on your principles. There are different ways of resolving the issue that you consider. You finally take action based on your considerations. Once you make the decision (remember,most decisions are not forever) you think about the results or consequences. Did it help you, hinder you, or aid you in your next step? There are five steps to this process.

Consider the following situation and the decision making process: Apartment hunting. Some of your options are:

1. Staying with relatives
   a. It would be more comfortable being with family
   b. It's crowded
   c. There is a loss of independence

2. Staying in the projects
   a. Welfare will help and provide an apartment when one is vacant
   b. You don't have to continue to look
   c. It's not safe
   d. It's not well maintained

3. Independent apartment buildings
   a. Location wherever one desires
   b. Better building
   c. More money than alloted by welfare
   d. Difficult to find one that accepts welfare recipients

You had a decision making situation and began to recognize a choice based on your values and goals. You considered the alternatives of where to go and weighed the outcome. You took action based on your prior considerations.

Once you made your decision and moved in, you then looked at what you obtained and how you felt about it. If you liked it, no further action was

necessary at this time. If you didn't, you further assessed your situation and tried a different approach.

You have learned something about yourself that you can use in the future either about this decision or other ones.

This is a five step process.

1. The decision making problem - the issue
2. Goals based on personal values
3. Alternatives
4. Action
5. Assessment

Learning about how you go through the day making decisions-some small, some large-will help you with larger decisions that affect your future. By directing this process to daily activities allows you to plan for other activities in one, two, five or ten years from now.

This doesn't mean that your decisions won't change somewhat along the way. You are learning and experiencing more every day, which affects what you want in life and what it will mean to you. Consider the following statements and how they can affect some of your decisions. Discuss them with a friend.

1. a. Most of the good things in life are the result of luck.
   b. Good things must always result from some action you take.

2. a. What is going to happen will happen.
   b. You can have a definite impact on most things that happen in your life.

3. a. Success results from being in the right place at the right time.
   b. Success results from hard work.

4. a. There is little the individual can do about what is happening in the world around her.
   b. The little person can fight City Hall effectively.

5. a. It is not a good idea to plan too far ahead.
   b. You may not be able to see the future, but you can have something to do with what it can be.

6. a. What happens to me is really up to a larger social order.
   b. What happens to me is mostly my own doing.

As you can see, most situations are not "all or nothing" situations. Circumstances change which affect your decisions.

Let's practice the process. Think of something you had to decide today. It could be:

1. a. What to wear
   or b. Whether or not to come to this workshop
   or c. What time to get up
   or d. Other _____
   _____

2. Goal _____
   _____

3. Alternatives _____
   _____
   _____
   _____

4. Action _____

5. Assessment _____
   _____

Remember there is always a choice that can be made. You may not like the alternatives but if you keep searching, there might be other ways of determining choices. What will happen is that you will become aware of what you are doing and how you are doing it. You can't control everything but you can take responsibility for the direction you are going.

Think about being caught in a mob on the subway or in a bus during rush hour. It is easy enough to just stand there, but once the doors are open you can be pushed out before you need to get off or else you could be forced to stay on past your stop. Do you passively accept what is happening or do you fight to get where you are going? It is your choice.

Can't/Won't Exercise

It is very easy to get into a rut about making decisions about ourselves. We can find all kinds of excuses to put off those major ones. Let's look at one way we limit ourselves. Give examples of things you would like to do but can't. For example:

I can't get up in the morning.
I can't make time for all the things I want to do.

Write these down on paper

_____
_____
_____
_____
_____
_____

When you have gotten sufficient "I can't responses, cross out the word "can't" and write "won't" so that "I can't get up in the morning" now becomes "I won't get up in the morning." Do the same for the others. "Can't" implies control that does not lie within the individual. An external force has control. You would like to get up early but you are helplessly pinned to the bedsheets.

It is important to become aware of the "language" you are using. When you say "can't" but mean "won't", you should begin to see that the decision is yours. You have enough time. You <u>choose</u> to spend the time the way you do. One <u>always</u> has a choice and one always chooses. Even if one does nothing, one <u>chooses</u> to do nothing.

Making the decision to work, to find a job, to begin a career, and to become financially independent is a very important one in your life. It means making decisions which indicate you taking control over your life. You are deciding what is important to you. Only you can make those decisions.

Goal Setting Preparation for Work...

Workshop: GOAL SETTING: PREPARATION FOR WORK

Goal: To make decisions based upon abilities and skills and to determine what steps are necessary to obtain goals.

Materials:

1. Handbook, or
2. Strengths Chart
3. Major Interest Worksheet
4. Dreams and Possiblities worksheet
5. Interest Surveys: Strong-Campbell, Self Directed Search, Kudar etc.

Instructions:

1. Discuss the process of setting goals, both short-term and long-term. Relate how careers result from planning.
2. Discuss the importance of knowing individuals' strengths, weaknesses, values, interests, etc. in establishing realistic goals. Distribute the Strengths Chart and allow 10 Minutes for the group to fill it out. Ask for each member to share one or two strengths and give an example how this works for her.
3. Distribute the Major Interest worksheet After allowing 10-15 minutes in time have the group divide into smaller groups, and share the information.
4. Distribute the Dreams and Possiblities sheet. Encourage the group to be as creative as they can - pull out all stops. After the sheet is completed, have the group share one of their dreams.
5. If you are planning on using an interest assessment, plan to explain it and distribute it now. It would be useful as a follow-up to this workshop and as material for the Job Search Workshop. Plan to meet individually with each participant to explain the results.

Goal Setting - Preparation for Work

Goals are those major things you want out of life which require lots of decisions, both small and large. It could be something like being the best checker player or paddle ball player in the block. Goals can also be concrete items like an apartment in a neighborhood close to good schools and parks for your children or furniture for your apartment. Or your goal could be to acquire a skill or education which leads to financial independence. Some things you can get in a hurry are called short-term goals. They can be steps to those things which take longer or the long-term goals.

A job and/or a career are goal situations with the job being short-term and a career being more long-term. A job can be a goal in and of itself or a means to other goals. It depends on what you want for yourself and how you can utilize your skills and abilities.

When you begin to think about goals, you need to include the values you thought were important to you. If your goals do not include what is important to you or if they are opposite to what your values are, you will be dissatisfied with the end result. For example, if time with your family is important to you, a job in the evenings or on week-ends wouldn't suit you at all. You might be able to take it on a temporary basis, but for the long run you would probably quit after a period of time.

At this point you are most concerned about getting a job. You might take time to look at where the job could take you financially, responsibility-wise, and career-wise. There are differences between a job and career which can be an important part of your goal setting process.

A job can provide you with what you need immediately. Food, clothing, housing, and medical care are probably first on your list. If you have

limited job experience, it can provide you with a way of earning money at something you can do. By staying with it, you can earn the confidence and trust of your employer. It can give you time to think about what else you would like to do and to find more training and education for evening study. A job provides some real stability.

A career is taking a job several steps further. Finding personal satisfaction and growth are involved in a commitment to a career. Skills are expanded to include other responsibilities or job functions. It is a building on what you have learned. It usually carries more responsibility and increased salary. You can show yourself at your best, meet challenges and grow. Basically, it's a well thought out plan of action with deliberate steps within the job market.

For example, you look in the paper and you see lots of ads for word processors which pay between $12-18,000. After finding out that word processors type information (letters, memos etc.) into computers, you think back on your high school classes in typing. You know there's a free typing program at the YWCA which you take. Then you take a job as a typist/secretary. As soon as you build up enough speed and take courses in business English at night school, you apply for the word processing program at the community college. After graduation you are placed with a major company with more responsibility. After a few years, while showing you can do a variety of jobs and can assume more responsibility, you are made supervisor of your department.

Or as far back as you remember you have been able to fix the electrical things around the house like the toasters, irons, lamps or whatever else broke. After thinking about yourself in a work situation, you know you want something where you can be active. You saw an advertisement from the telephone company recruiting people for

their next telephone installers class. The next morning you were walking out of your apartment building and saw a couple of women with phone equipment. Making the connection with the ad you asked them about their job. They spoke of the training program, their salary and benefits and how they liked getting paid for work they liked doing. That afternoon you called the telephone company for more information.

The direction you go and the satisfaction you can receive from a job and a career are based on calculated steps on your part. Knowing yourself is as important as being able to use the information to take decisive action toward attainable goals.

Use the next activity to find out information about yourself.

What are your strengths?

Here is a checklist of personal strengths that make a critical difference in jobs of various types. *First, read each word and underline the ones that describe you, as you are now. Then, look back over the list and place a check next to the words that are most highly descriptive of you.* Later, when you are reading about the personality requirements of different careers and career roles, you can use this list to help you make an appropriate decision.

Before you use this list, you may find it useful and interesting to make several photocopies of it so that you can ask one or more friends and family members to rate you. This will give you a rare opportunity to see yourself as others see you, and to compare their sense of you with your sense of yourself. Simultaneously, you will benefit from their being actively involved in the exploration you are making in preparation for decisions about work. Since your selection of an *appropriate* job matters a great deal to the members of your family, the more you can involve them in your step-by-step planning, the better your chances for long-range success.

hecklist

Academic	_ *Calm*	_ *Cooperative*	_ *Emotional*
Active	_ *Capable*	_ *Courageous*	_ *Energetic*
Accurate	_ *Careful*	_ *Creative*	_ *Enterprising*
Adaptable	_ *Cautious*	_ *Curious*	_ *Enthusiastic*
Adventurous	_ *Charming*	_ *Daring*	_ *Fair minded*
Affectionate	_ *Cheerful*	_ *Deliberate*	_ *Farsighted*
Aggressive	_ *Clear-thinking*	_ *Democratic*	_ *Firm*
Alert	_ *Clever*	_ *Dependable*	_ *Flexible*
Ambitious	_ *Competent*	_ *Determined*	_ *Forceful*
Artistic	_ *Competitive*	_ *Dignified*	_ *Formal*
Assertive	_ *Confident*	_ *Discreet*	_ *Frank*
Attractive	_ *Conscientious*	_ *Dominant*	_ *Friendly*
Bold	_ *Conservative*	_ *Eager*	_ *Generous*
Broadminded	_ *Considerate*	_ *Easy going*	_ *Gentle*
Businesslike	_ *Cool*	_ *Efficient*	_ *Good-natured*

3 From: Catalyst
Planning For Work. 1980.

_ *Healthy*	_ *Optimistic*	_ *Self-controlled*	_ *Warm*
_ *Helpful*	_ *Organized*	_ *Sensible*	_ *Wholesome*
_ *Honest*	_ *Original*	_ *Sensitive*	_ *Wise*
_ *Humorous*	_ *Outgoing*	_ *Serious*	_ *Witty*
_ *Idealistic*	_ *Painstaking*	_ *Sharp-witted*	_ *Zany*
_ *Imaginative*	_ *Patient*	_ *Sincere*	(Write in, below, any additional words that you believe describe you.)
_ *Independent*	_ *Peaceable*	_ *Sociable*	
_ *Individualistic*	_ *Persevering*	_ *Spontaneous*	
_ *Industrious*	_ *Pleasant*	_ *Spunky*	
_ *Informal*	_ *Poised*	_ *Stable*	
_ *Ingenious*	_ *Polite*	_ *Steady*	_____
_ *Intellectual*	_ *Practical*	_ *Strong*	_____
_ *Intelligent*	_ *Precise*	_ *Strong-minded*	_____
_ *Inventive*	_ *Progressive*	_ *Sympathetic*	_____
_ *Kind*	_ *Prudent*	_ *Tactful*	_____
_ *Leisurely*	_ *Purposeful*	_ *Teachable*	_____
_ *Light-hearted*	_ *Quick*	_ *Tenacious*	_____
_ *Likable*	_ *Quiet*	_ *Thorough*	
_ *Logical*	_ *Rational*	_ *Thoughtful*	_____
_ *Loyal*	_ *Realistic*	_ *Tolerant*	_____
_ *Mature*	_ *Reasonable*	_ *Tough*	_____
_ *Methodical*	_ *Reflective*	_ *Trusting*	
_ *Meticulous*	_ *Relaxed*	_ *Trustworthy*	_____
_ *Mild*	_ *Reliable*	_ *Unaffected*	_____
_ *Moderate*	_ *Reserved*	_ *Unassuming*	_____
_ *Modest*	_ *Resourceful*	_ *Understanding*	
_ *Natural*	_ *Responsible*	_ *Unexcitable*	
_ *Obliging*	_ *Retiring*	_ *Uninhibited*	
_ *Open-minded*	_ *Robust*	_ *Verbal*	
_ *Opportunistic*	_ *Self-confident*	_ *Versatile*	

Now that you are aware of your strengths, let us take a look at your major interests and see what you have liked doing and have disliked. You may be able to use your "likes" in choosing a job. For a long term job situation we should carefully consider what your "dislikes" consist of because possible disatisfactions may result in job "failure".

MAJOR INTERESTS

Finding out about yourself and your interests lead to more information about jobs that will be more satisfying to you. Fill in the following sentences with statements that you know about yourself. Be as honest as you can

Your Likes

In my home I enjoy _____
_____
_____

In my community I have been interested in and concerned about_____
_____
_____

I have liked or cared about_____
so much that I do it in my free time.

My most interesting activity is _____

When I work at _____, I feel good about it.

A few times I tried _____and would like to do it more.

What I really like to do is _____

Your Dislikes

I know I hate doing _____
_____

It would be difficult for me to work at or with _____
_____
_____
_____

Now let's find out what you have dreamed about doing for yourself. Pull out all stops and let your imagination go-there are no limits.

DREAMS AND POSSIBILITIES

1. If you could do anything for a year with no obstacles, what would do?

2. List 5 fantasies of what you would like to be doing 2-5 yrs. from now.

   1.

   2.

   3.

   4.

   5.

3. Small group: talk about successes - things you have done well

Up to this point you have been working on processes which will aid you in selecting a job. This will help you in making decisions now as well as for the future. Getting a job with a clear understanding of the options available to you will make that job more rewarding rather than dead-end for you. You will begin to experience yourself with more strengths and possibilities than you were aware. You will begin to take more control of your life.

Job Search...

Workshop — JOB SEARCH

Goal: To analyze one's skills, talents, interests and goals in order to find a rewarding and satisfying job.

Materials:

1. Special Needs Chart
2. Jobs Chart
3. Occupational Outlook Handbook
4. Manuals or handbooks which describe jobs and requirements.
5. Results of interests assessments such as SDS, Strong-Campbell or Kudar.

Instructions:

1. Prior to this workshop, interest assessments, if available, should have been distributed and explained, so that the results are available for the activities. If not, there are informal assessments that can be incorporated into the workshop.
2. Enlist someone to read the story to the group. After the story have the group participate in the activity by explaining the directions and beginning with Her Needs. Upon completion summerize the importance of being aware of 1) Needs, 2) Interests and Abilities, 3) Education, 4) Work Experience and 5) Personal Traits when approaching employment.
3. Hand out "My Special Needs" Sheet and ask the group to take 5 minutes in determining their special needs and underline their answers. Discuss responses.
4. Outline how special skills and talents translated into the business sector. Review results from interest surveys.
5. In order to familiarize the group with the format of the Occupational Outlook Handbook, duplicate one page at random which represents the information one can expect from this publication. Pass a copy around while explaining that the book is available at the libraries.
6. Explain and distribute other materials pertaining to occupational choices, and refer to the U.S. Department of Labor list.
7. Hand out the job chart and have the group work on filling in the chart with jobs they would like based on needs, interest education, etc. (30 minutes) Have people share their "finds."

Job Search

Each of us is an unique person. We have different likes, dislikes, interests needs, values, goals. All of this combined with skills and educatior lead one to determine what kind of a job would be the best fit for us.

Consider the following story:

"Hey, Mom, why don't you stop running around and sit down with us before your food gets cold?" said Eric. "Just a minute; here's the salad dressing." As Mary walked over to the table, they all noticed that once again she had set it for four. Avoiding their eyes, Beth quietly got up and removed the extra place setting. They began eating their dinner.

"I don't know how you managed to find a job so quickly, Beth," said Eric, breaking the silence. "Well; I guess I was lucky. My friend Judy saw a sign in the supermarket on First Avenue saying they needed a check-out clerk. She told me about it, and I went there to speak to the manager. He hired me right away."

"Do they need anyone else?" asked Eric. "They took the sign down after I was hired." "Well, I went to the college placement office," Eric went on, "but they didn't have much. They had clerical jobs, but you had to be able to type. So that was out. I would have taken a job in the college library or bookstore, but there weren't any. I was told to come back in a month to sign up for a summer job. While I was there, I spoke to a counselor. He gave me some ideas about careers I can get into when I have my college degree. He said I should think about working in a bank as a managerial trainee. He suggested I look for a part-time job in a bank now to get the feel of it." Eric looked at his mother. "How about you, Mom? What have you been up to?" "Oh, I spent the afternoon at the women's center, finding out what I should do next. I'm in the middle of making what they call a 'career choice.' No matter what I decide on, I'll probably need some preparation. That means I might have to get my GED diploma first.

That's why I want you to graduate, Beth. After I get my diploma, maybe I'll need some kind of training," Mary told them. "That's great, Mom. I'm sure glad you found someplace that was helpful. Maybe we'll have three students in the family. What are you going to do next?" asked Beth. "I have an appointment at the community college for some career advice. I hear that more than a million people over 35 have gone back to school, so I'll have company! Meanwhile, I've decided to look for a part-time job. Keep your ears and eyes open for me."

"I'll tell my friends, and they can ask their parents too," said Beth. "You know," said Eric, "Peter's father suggested that you check out the unions because they're supposed to admit more women to the skilled trades." "Yes, I read that. I'll check them out. I'm going to call the Federal Apprenticeship Information Center to see if I'm eligible for any programs. Those jobs pay well, and I like manual work. I wonder if there's an age limit."

Later that evening, Beth and Eric took a break from their homework to have a snack. Eric cut himself a huge slice of homemade bread and spread it with his mother's own strawberry jam. Beth had a piece of pie. "Your cherry pie is delicious, Mom," she said as she took a bite. "I really like this whole-wheat crust." Homegrown cherries make it taste better too," Mary said. "You know, Mom, this pie is even better than the ones Joan's mother buys at the health-food store," Beth said. Suddenly her eyes lit up. "Hey, why don't you talk to the guy at the health-food store? He's cool. Joan and I talked to him when we went there to buy nuts and raisins for her party. Maybe you can make things and he'll sell them. You could even sell him vegetables and stuff from the garden."

"That's an idea," said Mary. "I like baking, and it would be no trouble to make extras. You know what a nut I am about nutrition and how I like to spread a good food around. With only three of us now, the garden produces more than we need."

"Why don't you go and see him tomorrow? A couple of other health-food stores have opened up in town; you could go to them too."

"I will," Mary promised. "I never thought of starting my own business!

The next morning Mary stopped in front of a store window full of hanging plants. As she entered, she saw a man filling the barrels of nuts, beans, and grains. "That must be Bob, the owner. He has a nice smile," she thought. Mary waited until he was alone before she told him about Beth's idea. "Sounds interesting," he said. "But at the moment I couldn't sell enough baked goods to make it worth your while. However, the store is beginning to get popular, and I could use some help in here. I need someone who knows something about nutrition, vitamins, and health food," he went on. "Someone who can tell a customer how to cook this kind of food and who can give advice about vitamins. Do you know anything about my kind of store?" "Well," said Mary, "to tell you the truth, I haven't any experience working in a store. But I'm very interested in nutrition. I read everything I can find about it. People are always asking me for advice. I always cook from scratch, and, as I said, I grow my own fruits and vegetables."

"Sounds promising. Let me show you around the store and tell you what the job involves." He pointed to the boxes. "First thing in the morning, the deliveries have to be unpacked, priced, and put on the shelves. When they are unpacked, I have to count the items to make sure I got the right amount. Then I put out the fruit and vegetables. By then customers have started coming in. When I sell from the barrels, I have to bag and weigh the merchandise. Do you know how to operate a cash register?" "No, but I learn fast. I'm a pretty organized person. Everything in my kitchen is in labeled jars," said Mary. "Good! You also have to check the stock so that you'd know when to order more from the wholesaler. In other words, I need someone who can keep the store organized and who relates well to people. One more thing-you'd make the peanut butter. I always keep a few pounds ready. Think you could handle it? The store's open from 8 a.m. to 7 p.m." "I'm only interested in part-time work," said Mary. "Those are long hours."

"I don't mean that you'd be here all the time. One of us would open the store, and the other would close up. You'd work four to six hours a day," explained Bob. "Would I be able to work the 8 a.m. shift?" asked Mary. "I just lost my husband, and I want to be home when my kids get out of school. They're used to having me home all day." Bob nodded. "We could work it out. I'd like to have a mature person, someone who's responsible, especially when I'm not here. I could only pay you the minimum wage at present. However, you could bring in your homemade goods, and we could split the profit." He looked at her. "I've been thinking about putting in a small lunch counter-sandwiches and juice. Maybe we could sell slices of your pies for dessert. Who knows, one day we may get into catering for parties if this health-food boom continues." "I like the sound of the job. It includes several things that I'm interested in and good at. Can I think it over and let you know?" Mary asked. "Sure. If you're interested, we'll set up a month's trial period to see how we get along," said Bob.

As she went home, Mary thought that the store was certainly close to her house. No time would be wasted getting there. She would be home early enough to work in the garden in summer. Once she decided on a career, she could plan to go to night school. Meanwhile, what she learned about organizing and running the store would be valuable. It would also look good on her resume. She would talk it over with the kids, but she was almost sure she would accept Bob's offer. What luck! She had walked in just when he was thinking of expanding, and they had liked each other right away. It suited her needs right now, and also her interests and abilities. She enjoyed meeting new people too. Beth's idea had paid off.

Activity: Match Mary and this job. In the right-hand column, next to each item describing her do the following.

a. Put a check (✓) if the job offers what Mary wants or if the job requires what she has.

b. Put a question mark (?) if you do not know. You need more information about the job or about Mary.

c. Put an X if the job is not suitable for Mary. The job may include something Mary does not want, or it may require a skill that she does not have.

Mary	Job Title: Worker in A Health-Food Store
Her Needs	
Part-time work soon	
Work she enjoys	
Being home for her children	
Time to study and garden	
Work that pays well	
Her Interests and Abilities	
Homemaking skills like organizing	
Planning	
Handling money	
Knows about nutrition and vitamins	
Good gardener	
Good baker	
Likes giving advice on nutrition	
Likes meeting new people	
Her Education and Training	
High school dropout	
Her Work Experience	
No paid work	

Twenty years as homemaker

Her Personality

Organized and hard working

Responsible, friendly, and mature

Gets along well with people

4. Do you think that a job in Bob's store would be good for Mary right now? now? Discuss with the other students how many check marks and how many X's you put down. What do you think Mary will do?

_____

_____

MY SPECIAL NEEDS

What special needs do you have that you must think of when planning for a job? Here is a list of some special needs that people have. Underline the ones that are important to you. Keep yours in mind when choosing a job. Remember that no one job will meet all your needs.

Full-time work
Part-time work
Evening work
No evening work
Weekend work
No Weekend work
Job security
Moving
Not moving
Paid vacation
Work near home
Travel on the job
Indoor work
Commuting
No commuting
Good benefits such as
_____
_____
_____

Dealing with people
Not dealing with people
Dealing with machines
Not dealing with machines
Dealing with data
Not dealing with data
Vacation when school is out
Work no later than _____
Periodic pay increases
Chance for advancement
Weekly salary of $ _____
Not being on my feet all day
Job near public transportation
Add any needs you have that are not listed:
_____
_____
_____

When planning your life or career, you are only limited by your imagination and energy level. You can turn a special talent or skill you have into a money making venture. Consider some of the following possibilities.

- Cooking in your home can lead to being a gourmet cook for an international restaurant. With a few business courses one could open her own catering company. One group of women turned their "errand running "skills into forming a business which did just that. They were available for taking cars in for repair, taking dogs & cats to the vets, letting in repair persons etc.
- Persuasive and good verbal skills can lead to jobs in sales. Sales persons in the furniture and department stores work on a commission which results in more money for a talented person. More money can be made in trade and industrial sales.
- Driving skills are the basis for jobs as truck drivers & cab drivers. With a little more training one can be licensed as a chauffeur or bus driver.
- Cleaning is a big business. Women have banded together to form cleaning services for businesses, stores or apartments.
- Fixing toasters or small appliances means you have mechanical skills. Typewriter repair is a big business.
- Training for a non-traditional career such as welding can lead to having your own shop and doing ornamental iron work.

Sometimes it is not possible to turn a skill into a meaningful job. Or it is necessary to get a job fast even though it doesn't offer what you need for job development. If the job is dead-end, that is, goes nowhere, there is no promotion or logical sequence for learning new skills, how can it be of benefit to you? Maybe it can provide job security and income while you train for something else. Or perhaps it gives you skills for opening your own business. Consider this as you look for work.

The following chart from the U.S. Department of Labor lists some jobs and their educational requirements.

NO DIPLOMA	HIGH SCHOOL DIPLOMA OR EQUIVALENCY DIPLOMA (GED)	VOCATIONAL, TECHNICAL OR BUSINESS COURSES
Gas Station Attendant	Bank clerk	Typist
Truck driver	Bank teller	Secretary
Mover	Bookkeeper	Keypunch operator
Machine operator	Car salesperson	Computer operator
Waiter or waitress	Receptionist	Appliance repairer
Dishwasher	Firefighter	TV and radio repairer
Messenger	Police officer	Licensed Practical Nurse
Guard	Nurse's aide	Court stenographer
Baby-sitter	Hotel housekeeper	Drafter
Farm Worker	Telephone operator	Medical assistant
Cashier	Telephone repairer	Barber
Stock Clerk	Bus driver	Dental lab technician
Mail clerk	Route driver	Hotel or Motel Manager
Mail carrier	Airline Flight Attendant	
Salesclerk	Medical records clerk	
Taxi driver	Typist	
Kitchen helper	Secretary	
	File clerk	

APPRENTICESHIP (ONE TO SIX YEARS)	JUNIOR OR COMMUNITY COLLEGE (TWO YEARS)	COLLEGE (FOUR YEARS MINIMUM)	POST GRADUATE EDUCATION
Plumber	Computer operator	Computer programmar	Teacher
Electrician	Library assistant	Registered nurse	Librarian
Carpenter	Dental assistant	Teacher	Social worker
Instrument maker	Medical records technician	Accountant	Dentist
Printing press operator	X-Ray technician	Engineer	Medical Records Librarian
Plasterer	Paramedic	Business manager	Bank officer
Airplane mechanic	Medical lab technician		Doctor
Automobile mechanic and body repairer	Law assistant		
Jeweler	Community mental health assistant		
Truck or bus mechanic	Legal secretary		
Heavy equipment operator	Medical secretary		
Painter	Drafter		
Bricklayer	Assistant in a day-care center for children		
Roofer	Teacher's aide		
Cook and chef			
Meatcutter			
Baker			
Barber			

Now that we have had a look at your interests skills, values, and education, it is time to translate them into a job that you can go out and get. The best place to begin is the Occupational Outlook Handbook. Not only does it list over 800 occupations and describes responsibilities, salary and outlook, but it gives address to write to for more information. Collections of occupational information also can be found in public libraries. Specific trade magazines will list job openings as well as trade union organizations. Then you can look in the newspapers and telephone books for companies which do the work you would like to do.

In order to find out more about a particular job, talk to a person who actually does it. Ask your friends or call the company and ask to talk to someone who does that job.

You are planning for your life. Because most women will work 25-35 years of their lives, it is extremely important to plan for it. Doing something you want to do and doing it well, adds to the feelings you have about yourself. When you feel good about yourself, your life becomes meaningful. Remember you have to go after what you want. It doesn't come to you.

On a chart, make a list of jobs that interest you. Include those you feel you have the skills, interests, abilities and personality to succeed at.

Job	Educational Requirement	Kind of place to get the education	How long it will take

Workshop: WORK HISTORY, APPLICATION FORMS, RESUME

Goal: To organize one's educational experience and work history in order 1) to present what has been achieved, 2) to sell one's self to a prospective employer, 3) to become aware of future direction and possibilities.

Printed Material Needed

1. Handbook, or
2. Work History Practice Sheets
3. Sample application forms

Instruction:

1. Discuss the variety of experiences women have had from working in the home, to volunteer jobs to paid work, no matter how briefly, and describe the responsibilities with action words. Give examples and elicit responses from the group. Have the group work individually with their Work History Practice Sheets for 15-20 minutes. When they have completed the sheets divide them into smaller groups and have them discuss their jobs and critique each other's work. In the larger group have each person present their material. Not only does this provide additional comments from the total group, but it is good practice in presenting oneself for an interview.

2. After completing the Work History Practice Sheets, the group should transcribe their work to the application forms. Because skilled personnel officers can pick up a lot of information about an individual from the manner in which the form is completed, emphasize that prior preparation is an important aspect of initial presentation.

   When filling out the "Employment Record," women who have homemaker and volunteer experience should fill on the appropriate lines as completely as possible.

3. The trainer should reiterate that the resume is nothing more than an application form. For those who wish to organize a resume the trainer can arrange additional time. The material from the Work History Practice Sheet can be applied to a resume format.

4. Suggest and show examples of various types of resumes. Have the group select one form and prepare a resume based on their experience and skills. Have them pass their work to another group member for comments and suggestions. Suggest that they type the final copy and have copies made.

Work History, Job Applications and Resumes

Work History and job applications

When you apply for a job, the business will present you with an application form. Before you go in to fill out an application, you should have compiled a list of relevant information concerning your educational background, work history, special skills and personal references. This will let you fill out the application neatly and correctly within a fairly short amount of time.

In addition to your name, you need an address where you can be reached. It is helpful, but not necessary to have a telephone number. Perhaps a neighbor has a telephone where messages can be left. With your job experience begin with your most recent work or volunteer experience. If you have spent the last few years being a homemaker, give yourself credit for that work experience.

YOU'RE HIRED*	Homemaker	WORK RELATED Abilities
Many women who have been full time homemakers for many years tend to see themselves as doing nothing special, "having been just a homemaker." Besides the fact that such a remark is a gross understatement of what any homemaker has really been doing, it's also a very self defeating attitude when you're looking for a job.	Balance child-care, housework, meals, etc.	Work on a variety of tasks at same time
	Make up your own recipes	Initiate ideas
	Make sure children's Homework gets done	Expedite Results
	Redecorate the living room	Work with abstract or creative ideas
When looking for a job, it's important to be aware of and emphasize your strength and talents. On an interview, try to impress the employer with what you can do and have done-not with what you can't do. So, an important part of any job search is taking the time to analyze your abilities.	Balance checkbook: handle family budget	Work with figures
	Do my share of household chores with no prodding	Work under minimal supervision
	Do weekly cleaning, laundry	Perform Repetitive tasks
Think of all the activities you've been busy with as a homemaker throughout the years. How can they be applied to work-related activities? In the adjacent column we offer you a partial list of sample activities of a homemaker, and we relate	Maintain a "chore schedule" for family members	Plan work of others
	Have found ways to streamline my work	Develop new or improved procedures

them to work related abilities. What additional activities have you been involved in? How might they relate to a work situation? If you can answer confidently and be more in touch with your own strengths, soon you too might very well hear at the end of a job interview "you're hired."	Schedule dental appointments, music lessons, etc.	Coordinate people, places, meetings
	Taught children to swim and iceskate	Instruct others
	Successfully gave a party for 20 people	Well organized
	Tantrums & Emergencies don't unhinge me	Work under pressure
	Am regarded as the "family encyclopedia"	Remember Information

*From: Project Cope, Fresh Start Training Program, Displaced Homemaker Center, Agudath Israel of America

Describe your job responsibilities with action verbs. You can find a list of them under the Resume section.

When you list your educational experience, list your most recent first. If you have attended any special training, be sure to list them. Any special skills learned in the training program or school can be listed under "Special Skills." Special Skills include any machines you can operate, typing, bookkeeping, computer program, homemaking courses, etc.

You need to begin thinking about references. Who do you know who can give you a job reference? Is there a special high school teacher, minister, friend of the family or former employer who could recommend you for a job. Be sure to contact them before you list their name. This will give them time to think about how to best present you to an employer.

Now use the practice sheet to write down the information. Use another piece of paper if you need it. Once you have the information down the way you want it, fill out the application form for additional practice.

Work History Practice Sheet

Name: _____

Address: _____

Telephone: _____

Experience (Work History including volunteer work)

Name and Address of Organization _____

_____

_____

Dates Employed - From: _____ To: _____

Title: _____

Responsibility: _____

_____

_____

Name and Address of Organization _____

_____

_____

Dates Employed - From: _____ To: _____

Title: _____

Responsibility: _____

_____

_____

References:

Name	Address	Telephone

To Project Director:
This Form must accompany
Personnel Action Form
for processing new hires

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Position You Are Applying for:		
☐ Full Time ☐ Part Time	☐ Permanent ☐ Temporary	Date Available

APPLICATION FOR EMPLOYMENT

A.

PLEASE PRINT

Are you between 18 and 70 years of age? ☐ Yes ☐ No
If not state your date of birth

Last Name	First	Middle	Home Phone Number ( )	Business Phone Number ( )

	No.	Street	City	State	Zip	Apt.	How Long
Present Address:							
Previous Address In U.S.:							From 19 To 19

U.S. Citizen? ☐ Yes ☐ No If no, type and number of Visa _____ Have you ever been employed by the Research Foundation of CUNY? ☐ Yes ☐ No If yes, when? Where?

B. EMPLOYMENT RECORD (LIST MOST RECENT POSITION FIRST)

Account for all periods of unemployment. **Complete all questions.**

For instructional or professional research personnel, a conventional curriculum vitae may be substituted for sections B, C, and D. The information requested in sections A and E must be supplied

#1

Firm's Name _____ Address _____

Dates Employed From _____ To _____ Job Title _____ Starting Salary $ _____ per _____ Final Salary $ _____ per _____

Type of Organization _____ Reason for Leaving _____

Describe Duties _____

Immediate Supervisor _____ Title _____ Phone No. _____

If you are presently employed, may we contact above? ☐ Yes ☐ No

#2

Firm's Name _____ Address _____

Dates Employed From _____ To _____ Job Title _____ Starting Salary $ _____ per _____ Final Salary $ _____ per _____

Type of Organization _____ Reason for Leaving _____

Describe Duties _____

Immediate Supervisor _____ Title _____ Phone No. _____

#3

Firm's Name _____ Address _____

Dates Employed From _____ To _____ Job Title _____ Starting Salary $ _____ per _____ Final Salary $ _____ per _____

Type of Organization _____ Reason for Leaving _____

Describe Duties _____

Immediate Supervisor _____ Title _____ Phone No. _____

#4

Firm's Name _____ Address _____

Dates Employed From _____ To _____ Job Title _____ Starting Salary $ _____ per _____ Final Salary $ _____ per _____

Type of Organization _____ Reason for Leaving _____

Describe Duties _____

Immediate Supervisor _____ Title _____ Phone No.

C. PERSONAL REFERENCES (To be completed only if applicant has less than 5 years work experience. Exclude former employers or relatives)

Name and Occupation	Address	Phone Number
1.	49	
2.		
3.		

D. EDUCATIONAL BACKGROUND – Complete for college, university, or highest level of education.

Type Of School	Name, City and State	Attended From	Attended To	Graduated	Course Or Major	Degree or Credits
Grammar Or Grade				☐ Yes ☐ No		
High School				☐ Yes ☐ No		
College				☐ Yes ☐ No		
Graduate				☐ Yes ☐ No		
Business Or Trade				☐ Yes ☐ No		
Other				☐ Yes ☐ No		

Honors, extra curricular activities, publications, licenses, patents, and other information relevant to position.

SKILLS APPLICABLE TO POSITION

Typing: ☐ No ☐ Yes—Speed _____ wpm

Steno: ☐ No ☐ Yes—Speed _____ wpm

Dictating Machine: ☐ No ☐ Yes—Type _____

Calculator: ☐ No ☐ Yes—Ability _____

Other Machines: _____

Foreign Languages: _____

Other skills applicable to position.

E. MISCELLANEOUS INFORMATION

Are you able to perform the duties of the job for which you are applying without endangering the health or safety of yourself or others? If not, please Explain.

MILITARY SERVICE RECORD

Have you ever served in the armed forces? ☐ Yes ☐ No If yes, what branch? _____

Dates of duty From ___/___/___ (mo. day yr.) To ___/___/___ (mo. day yr.)

Did you incur a disability while serving in the Armed Forces? ☐ Yes ☐ No

Rank at discharge _____

Referred By: Name Source

☐ Newspaper
☐ Agency
☐ Employee _____
☐ School
☐ Other (Specify)

Have you ever been convicted of a crime? ☐ Yes ☐ No

Have you ever been denied a bond? ☐ Yes ☐ No

If yes, please explain in detail on an additional sheet of paper.

I certify that the information given is correct and complete to the best of my knowledge and, unless I have specified otherwise, the Research Foundation is authorized to check my work and character references. I understand that if I falsify information I am subject to dismissal.

Date ___/___/___ Applicant's Signature _____

MUST BE COMPLETED BY PROJECT DIRECTOR BEFORE PERSONNEL ACTION FORM IS PROCESSED

Interview ☐ Yes ☐ No Date _____ Interviewed by: _____ (print name)

Evaluation _____

☐ Hired Position Title _____ Starting Date _____ Starting Salary $ _____

☐ Not Hired. Reason _____

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R.F. Account Number and Project Title _____

RF–100–1/80 Rev. Project Director's Signature _____

Resume

WHAT IS A RESUME?

It is a catalog of what you have to offer a particular employer for a particular type of job. Or, if you do not have one particular employer selected, it serves to present your qualifications to several prospects.

WHY A RESUME?

Its purpose is to organize the relevant facts about you in a written presentation. Thus it should contain brief but sufficient information to tell a prospective employer--

*WHAT YOU CAN DO

*WHAT YOU HAVE DONE

*WHAT YOU KNOW

*WHAT KIND OF JOB YOU WOULD LIKE

In doing this, your resume will accomplish several objectives;

1) It will serve as an introduction.

2) It will save time for both employer and applicant.

3) It will serve as a focus for, and improve, your personal interview. When your assets are organized on paper you will find it easier to discuss them with assurance; you will eliminate fumbling for dates and significant facts.

4) In addition, having all the facts at your fingertips will help you avoid overselling or understating.

5) Finally, it will provide the employer with a visual reminder of what you covered verbally during the interview.

HOW TO WRITE A RESUME

1. Personal Data: Begin with name, address & telephone #

2. Employment Objective: Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, list them in order of your preference.

3. Work History: (any jobs that you have held) You can organize this information in two ways. Choose the one that presents your work experience better.

a. By Job

List each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward. For each job, list:

Dates of employment

Name and address of employer and nature of the business

Position you held

Then describe your job showing:

Specific job duties - The tasks you performed, including any special instruments or equipment. Scope of responsibility - Your place in the organization; how many people you supervised, and in turn, the degree of supervision you received. Accomplishments - If possible, give concrete facts and figures.

Many times women have not worked out in public but in the home, or as a volunteer. Think of the various responsibilities you have had which can be translated into job skills: childcare, cleaning, cooking, budgeting money, shopping, yard maintenance, sewing etc. Being a homemaker doesn't mean you don't have skills.

There are action words which can be used to describe your activities. Consider the following words when describing your responsibilities.

designed	prepared	expanded
improved	maintained	presented
researched	oversaw	negotiated
implemented	handled	organized
trained	taught	operated
established	directed	evaluated
supervised	developed	exhibited
analyzed	reduced costs	supported
contracted	planned	reorganized
invented	wrote	cut
administered	managed	edited
conducted	sold	produced
was promoted	created	contacted

examples: Planned, organized shopping & cooked 3 meals daily
Prepared household budget
Designed clothing and sewed for myself and children
Other _____

b. By Function

List the functions (fields of specialization or types of work, such as sales promotion, housewife, clerk-typist, welder, etc,) you performed that are related to your present job objectives. Then describe briefly the work you have done in each of these fields without breaking it down by jobs. Use the action words listed above.

4. Education (If this is your main selling point put it before your work history.)

List your formal education, giving: High school (can be omitted if you have a higher degree), college, graduate school, and other courses or training.

Dates of graduation or leaving school.

Degrees or certificates received.

Major and minor subjects and other courses related to your job goal.

Scholarships and honors.

Extracurricular activities (if you are a recent graduate and your activities pertain to your job goal).

5. Military experience - Branch & length of service, etc.

6. Miscellaneous - Give such information as special skills: knowledge of a foreign language, ability to operate special equipment, activities and hobbies which would describe your abilities for the job.

7. References - Don't list references on a resume, but do write "References available on request." Have your references listed on a separate sheet of paper to give to the prospective employer.

Tips for your Resume

Be sure to have it typed on good quality paper.

Be sure to have adequate margins and that the different sections are separate from each other.

Proofread your resume to make sure there are no spelling or typing errors.

Have good copies made of your resume.

Example

Jane Everywoman
771 Union Ave.
Littleton, NY 10321
512/432-0968

JOB OBJECTIVE: To provide top-quality, conscientious service as typist and office clerk to industrial firm in New York City.

EXPERIENCE

1971-Date — Typist, File Clerk, Feinberg Associates, Danbury, Connecticut. Assemble data from legal reports, type revisions and legal contracts; serve as relief receptionist, maintain files and provide general office assistance.

1968-1971 — Typist-Receptionist, Manzo Realtors, Forest Hills, New York. Served as receptionist to large Real Estate company; typed documents related to sale and purchase of property; filed records of clients and construction companies; maintained appointment schedules.

EDUCATION

Graduated with Commercial Diploma from Danbury High School, June, 1968.

OFFICE SKILLS

Typing - 75 wpm; Shorthand - 100 wpm; Filing; Calculators; Dictaphone; Duplicating Machines; Call Directors.

HOBBIES

Water Skiing, Miniature Golf, Table Tennis

REFERENCES

Will provide upon request

Example

Mary Dunn
403 Rosebud Lane
Scott, Connecticut 52341
301/721-5634

JOB OBJECTIVE:	Position with food processor as line supervisor
Education:	Certificate of Completion, Jones Restaurant School 1980. These courses provided excellent instruction as to efficient management, commercial food processing, problems of the catering service. Diploma, Jones High School, 1976. Major emphasis on Home Economics and food management
Experience:	
1976-1979	Homemaker. Managed a household for three persons, including elderly parents. Planned, prepared and served 3 meals daily
1976	Volunteer for meals on wheels. Participated in Home Economics project for the elderly. Contacted and delivered meals to persons requesting service. Provided continual updating of recipient list.
1975	Waitress, Cipele Restaurant, Scott, Connecticut. Part-time job after school.
Special Skills:	Good communication skills, industrious and concern for detail.
Honors:	Outstanding Home Economics Student, 1976.
References:	Will be furnished upon request.

Letter of Application

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact, lives in another city or town.
2. As a cover letter when you are mailing resumes.
3. When you are answering a want ad.

The following guidelines may help you write a letter of application:

1. Type neatly, using care in sentence structure, spelling, and punctuation.
2. Use a good grade of lettersized white bond paper.
3. Address your letter to a specific person, if possible (use city directories or other sources).
4. State exactly the kind of position you are seeking and why you are applying to the particular firm.
5. Be clear, brief, and businesslike.
6. Enclose a resume.

Letters of application will vary considerably depending on the circumstances in which they are used. The sample illustrates one way of writing such a letter.

Example:

(date)

Mr. Wilbert R. Wilson
President, Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio

Dear Mr. Wilson:

Recently I learned, through Dr. Robert R. Roberts of Atlantic and Pacific University, of the expansion of your company's sales operations and your plans to create a new position of sales director. If this position is open, I would appreciate your considering me for it.

Starting with over-the-counter sales and order service, I have had progressively more responsible and diverse experience in merchandising products similar to yours. In recent years I have carried out a variety of sales promotion and top management assignments.

For your review I am enclosing a resume of my qualifications. I would appreciate a personal interview with you in order to discuss my application further.

Very truly yours,

John W. Doe

Enclosure.

Job Finding Assistance...

Workshop: JOB FINDING ASSISTANCE

Goal: To research and locate the various resources available to aid in job finding.

Materials:

1. Handbook, or
2. Activity Sheet
3. Telephone books, newspapers
4. Information on the Federal, State, and City Employment Offices

Instructions:

1. Review each of the resources available within your community and share any pertinent information concerning their procedures. Explain any limitations.
2. Introduce the statistics of the various resources in producing jobs. Emphasize the need to pinpoint a particular type of job, researching the organizations which provide that job, and to plan to contact those organizations.
3. Distribute the Activity Sheet and the newspapers and telephone books. Basing their search on career areas they have researched, encourage the group to locate organizations which offer the jobs they want. After 20 minutes have each group member share one source.
4. Emphasize the need to actively search out a job they want. Job finding should be a 8 hr./day, 5 day/week operation in order to be successful.

Job Finding Assistance

Where do you go to find a job or training for a job. The outline below presents some ideas but it is by no means complete. As you begin the search, people will give you additional ideas. Make sure you have a notebook to write down address, telephone numbers and persons' names.

1. Friends, family & neighbors: let them know you are looking for a job. They might have some tips.

2. Employment agencies - in telephone book
   a. fee you pay them to find a job for you
   b. no-fee the employer pays the agency for finding qualified people

3. City

   Department of Employment
   220 Church St.
   Manhattan
   433-3727

   149 Thomas St.
   Manhattan
   566-8700

4. State

   New York State Labor Department
   1515 Broadway
   Manhattan
   869-8000

5. Federal - Information Center
   26 Federal Plaza
   Mezzanine 2001
   264-0422

6. Newspapers - The Want Ads
7. Telephone book - Yellow Pages

8. Training

   a. Traditional (see additional list)
      1. Displaced Homemaker Centers
         a. Agudath Israel of America
            813 Avenue H
            Brooklyn, New York 11230
            Telephone: 212 434-8098, 434-8099

         b. YWCA of New York Women's Center
            610 Lexington Avenue
            New York, New York 10022
            Telephone 212 755-4500 Ext. 15

         c. National Council of Negro Women
            Women's Center
            198 Broadway-Suite 200
            New York, New York 10038
            Telephone 212 964-2727

d. Sisters of the Good Shepherd Residences
Inc., of Park Slope
WISH - Women In Self Help
421 5th Avenue
Brooklyn, New York 11215
Telephone: 212 768-9700, 768-9714

2. National Puerto Rican Forum
151 West 51st Street
New York, New York 10019
212-664-0900

3. OIC
460 Park Avenue South
New York, New York 10016
725-8383

4. Private Industry Council
19 Rector Street
New York, New York 10006
742-1000 ex. 253

5. Project Stride
450 West 41st Street Rm. 514
New York Technical
Clerical, Data Entry

6. YMCA Pace Program
420 9th Avenue
New York, New York 10001
244-8661

b. Non-traditional

1. All Crafts Center
19-23 St. Mark's Place
New York, New York 10003

2. Non-Tradional Employment for Women
80 Fifth Avenue - Rm. 1603
New York, New York 10011
212-691-1800

3. NY Technical College
Voorhees Campus
450 W. 41st Street
New York, New York 10036
239-1667

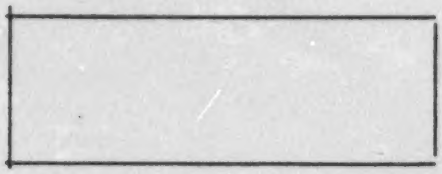
9. Propriety Schools - Source of current programs in telephone book.

10. Colleges & Universities - see list in telephone book.

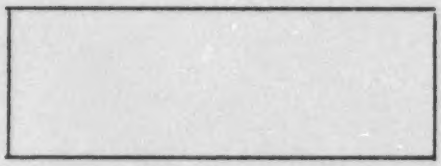
Using the newspaper.

Buy a newspaper that has many want ads for jobs.

a. Choose a few jobs which interest you and for which phone numbers are given.
b. Paste them on this page. (If you have more ads, paste them in your notebook and fill in the same information asked for here.)
c. Fill in the information below.



Phone number_____
Person to talk to_____
When to call_____
Important things to say_____
_____



Phone number_____
Person to talk to_____
When to call_____
Important things to say_____
_____

Using the telephone book

Pick a career area from the list below or choose any other area that interests you.

Hospitals
Insurance companies
Radio or TV stations
A local industry
Department stores
The telephone company
Printers

Look it up in the yellow pages and copy down the names, addresses, and phone numbers of some places where you could work.

_____

_____

_____

_____

_____

_____

Job Interviews...

Workshop

JOB INTERVIEW

Goal: To prepare for the interview situation by developing skills in presenting answers to possible questions posed by an interviewer.

Materials:
1. Handbook or
2. Interviewing Tips Sheet

Instructions:
1. Discuss Interviewing Tips Sheet. Initiate discussion based on the personal experience of participants in prior interview situations.

2. Have the group think of questions that are difficult and possible responses. Have them practice assertive responses.

3. Divide into small groups of two and have them practice interviewing, including the asking of a question which is most difficult for them to answer.

4. Prepare a panel for a mock interview. Interview each participant and evaluate their performace on:

   a. Personal traits: Appearance, assertiveness, sincerity, dependability, character.

   b. Attitudes: Toward work, school, authority, responsibility.

   c. Interests: Desires, reasons, knowledge.

   d. Education and Skills: Preparation for intended job.

   Give an evaluation sheet to each person interviewed.

Job Interview

Because many people may be applying for the same job, it is necessary for a company to find the best possible person for that particular job. It is the time that you convince the interviewer that you are the best person for that job. You do this by your appearance, knowledge and presentation of your training skills as to the job requirements, your attitudes about work and your personality. There are two parts to an interview: 1) the interview itself 2) and preparation for the interview. Both are equally important for you to present yourself well. First, let's consider the preparations for the interview.

At this point you know the job areas for which you want to apply. You have prepared a resume which outlines your skills, work history, and education and you know what companies are available in your field and you have either sent a copy of your resume with an introductory letter or have contacted the employment office to arrange for an interview.

PREPARATION FOR THE INTERVIEW

1. WHEN YOU ARRANGE FOR AN INTERVIEW, BE SURE TO WRITE DOWN THE TIME, DATE ADDRESS. Find out the name of the person who will be interviewing you so that you don't stumble over the name. (It will give you a sense of confidence in the interview itself.)

2. FIND OUT ALL YOU CAN ABOUT THE COMPANY. Talk to your friends or if you can, talk to someone who works there. Call the company and ask for any recruiting or promotional pamphlets it has. The library is a good place to find out information, like its annual report.

3. BE SURE YOU KNOW WHAT JOB YOU ARE APPLYING FOR AND HOW YOUR QUALIFICATIONS AND SKILLS FIT THAT JOB. Think of reasons why you want to do this type of of work.

4. MAKE UP A LIST OF QUESTIONS YOU WANT TO ASK ABOUT THE JOB. Toward the end of an interview, interviewers will usually say, "Do you have any questions?" If they don't, and they are not covered during the interview, don't be afraid to ask them.

   It is a good idea to divide your questions into two groups; those which you need to ask now and those which you will need to ask only if you are offered the job.

   THESE ARE SOME OF THE THINGS PEOPLE USUALLY WANT TO KNOW ABOUT A JOB:

   .The duties of the job. What would you have to do on the job? What equipment would you use?

- The working conditions of the job. When and where would you work? Is it part time or full time? Is it temporary employment or a permanent job?
- What opportunity is there for promotion?
- What is the salary for the job?
- What opportunities exist for on-the-job training or further education?
- What are the union requirements?

When you are offered a job, then you will need more information to help you make the decision. Here are more questions you may have to ask:

- What are the hours: day or night? Can you choose your hours? Is there a guaranteed number of hours? Would you have to work overtime, and is there a different rate of pay for overtime?
- What benefits does the company offer? How many days would you get paid for sick leave, vacations, or legal holidays? What are the medical benefits, and would they cover your family? Will you get a pension?
- Is there a trial period, during which you would be tested before being permanently employed? Is there job security, and is it steady work?
- What is the exact salary? You may be asked what salary you expect to receive. Be sure you know how much you need to live on and what is the usual pay for this type of job. Do not ask for too much money as a beginner. It is best to ask for and accept the average pay for the work. Ask how often you would get a raise.
- Is there opportunity on the job to be trained for more advanced work?
- Are the workers represented by a union? Is there a chance that you may have to relocate?

Practice asking these questions with a friend so that you feel more comfortable during the interview

5. YOUR APPEARANCE IS VERY IMPORTANT. BE CLEAN. Before the interview, take a shower or bath. Use a deodorant. Clean your fingernails. Brush your teeth. Try not to smoke.
   BE NEAT. You should look well groomed. Wear a simple hairdo and not too much make-up.
   BE BUSINESSLIKE. Wear a pantsuit if the job is casual. If it is an office job, wear a matching skirt and blouse or something appropriate to the work setting. Do not dress up as if you are going to a party. Do not wear too much jewelry. Do not wear jeans to an interview, even if you would wear them to work.

6. ADDITIONAL HINTS

- Go to the interview alone
- Arrive at least 10 minutes early
- Dispose of chewing gum and cigarettes before entering the interviewer's office
- Don't get annoyed or restless while waiting
- While waiting in the outer office, watch what goes on around you. Read company literature

THE INTERVIEW

The interview itself is not difficult if you have prepared yourself for it. Now is the time to sell yourself, to be the person for the job. You need to consider the types of questions which will be asked and the responses you will give. But first let's get into the office.

When you are called, walk into the room with confidence. Introduce yourself and shake hands firmly with the interviewer. Remember to use the interviewer's name. Do not sit down until the interviewer offers you a chair. You posture is important. Sit up straight, looking interested and alert. Do not play with anything like your clothes, bracelet, purse. Listen carefully. Watch the interviewer and let him or her run the interview. Keep eye contact with the interviewer, without staring. Look at him or her when you answer a question. When you speak be direct and positive. Do not mumble. Do not just say "yes" or "no". Answer questions openly and directly. Try not to speak too little or too much. Remember the first few minutes are very important. The interviewer may make up his or her mind about you in that time, based on how you look and act.

What kinds of questions will be asked during an interview? Whatever is asked try to relate your answer to the job you are applying for. For example, if you are asked "Tell me something about you." Tell about your life - education, training, family life - as it relates to the job you are interested in. Or you might be asked a series of questions. Again, answer them directly and honestly.

You may be asked what are your qualifications for the job. You need to talk about your experiences - education, training, hobbies, interests, jobs - that would qualify you for the job. Or why do you want to work for this company. If you have done your homework, these questions should be easy. The following is a list of possible questions.

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What Job would you most like?
4. What do you want to be doing in five years? In ten years?

5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school/work regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

Some of those difficult questions can be scary for you. This can include hospitalization for physical or emotional illness, prison record, poor job history, little education, age, no experience in job for which you are applying, etc. Your answers to the types of questions must end with a positive statement about being able to do the work despite the problem. Some of your possible responses could be:

1. Work History: If you were fired, say it was the wrong job and you made a mistake or you had personality problems with the particular person. Don't blame it on the boss. The work gaps can be explained with beginning to raise a family and staying with the children until a certain age. Having to use your previous employer as a reference although you didn't do very well can be countered with a good reference as long as you admit to a problem with the previous employer.

2. Too little education: If you dropped out of school, you can say you needed to work to help the family; or you were young and didn't realize how important education was and you plan to attend programs for your diploma. Mention future plans.

3. Emotional or physical illness: Only respond if asked. Being in a mental institution can be countered with statement of making a decision with your doctor. "My doctor and I decided I should go to a hospital for help with my nerves; it was good because they helped me and I'm feeling fine now." If there were some physical problems that you mentioned on your application and they are brought up by the interviewer, answer with short, but positive statements. "It has cleared up and my doctor says everything is fine. I can do this job without any problems from it."

4. Arrest record: You need to admit to it when filling out the application form. If you try to hide it, the consequences will be worse. Talk about it happening in the past when you were young and immature. It was a dumb thing, but you have grown older and realize it.

5. Family: Any questions relating to how the family feels about you working, child care, when you plan to have children, are you on contraceptives are <u>illegal</u>.

Answer with you don't understand what that has to do with the job, but with your training and abilities, the job sounds like what you can "sink your teeth in."

When the interview is over, be prepared to leave promptly. Not knowing how to exit can leave an unfavorable impression. When the conversation "runs out" or the interviewer has asked if there are any more questions or says that is all she/he needs, it is time to stand up and thank him/her, mentioning that you can be reached at a certain number, and exit.

For follow-up you might send a thank-you letter. If you haven't heard from them within a week, you can call them and ask if they have made a decision about the job. One thing you can do is review your performance during the interview. Assess how you did - the positives and negatives. Think of how you can improve and practice those situations with a friend.

If you don't get the first job you apply for, go for another. Remember good things don't happen to you, you have to make them happen.

Activity:

Pick a career area that would interest you. With a friend role-play making a call to a company and asking if there is a job available for _____. Set up an interview.

Activity:

Think of questions that would bother you in an interview. Write them down. With a friend role-play those situations.

Activity:

Pretend that you are going to a job interview for a job you want. Decide which job.

a. List the things that you would like to know about the job.

b. List the questions you have about the job.

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE
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1633 BROADWAY, NEW YORK, N.Y. 10019

JOB ASSISTANCE PROJECT FOR BATTERED WOMEN

1981 - 1982

FINAL REPORT

Submitted under the
Vocational Education Amendments of 1976

52-81-0024

PRESIDENT: Dr. Joshua L. Smith

PRINCIPAL INVESTIGATOR: Alexander Vazquez
Assistant Dean of Faculty for Continuing Education

PROJECT COORDINATOR: Ms. Susan Adair

THE JOB ASSISTANCE PROJECT

OBJECTIVES

1. To Contract with a minimum of 250 persons to provide them with an assessment of their skills and interests for appropriate referrals to training, educational programs and employment.

The Job Assistance Project continued working with the three shelter programs (HRA, Henry Street and Aegis). Because of an increase in staff with a full-time coordinator, services were offered at Victim Service Agency's Fordham Road office, the Jamaica-Queens office; Bronx Court-Crime Victim's Unit; and the shelter Women's Survival Space in Brooklyn. The service at Jamaica-Queens VSA and Women's Survival Space consisted of monthly orientation seminars conducted at their centers.

Within the year 1981-1982, 158 women and 3 men were assisted at the various sites. Of those contacted, 28 were placed in jobs and 38 attended training programs. At this point the results with the remainder are pending due to a variety of reasons: crisis still existing within their lives which does not allow for the stability necessary to seek job training or employment; issues with adequate housing; inability to access daycare; issues of low self-esteem and fear of the unknown, etc. Contact was maintained by means of a newsletter which provided information to resources within NYC. Because many of the resources were self referrals, we do not have information on how many took advantage of these programs.

The interest assessments were expanded to include the Self-Directed Search, a companion brochure entitled Understanding Yourself and Your Career, and the Vocational Card Sort. It supplemented the Strong-Campbell which had a rather impressive print-out but which took 10 days to mail and receive the results.

2. To provide assistance towards job readiness by offering workshops with an emphasis on the building of self-confidence and the exploration of and preparation for the job market.

Fifteen workshops were offered at the various shelter and agency sites. The average attendance was ten. The workshop content consisted of a general orientation of NYC resources and how to access them to specific skills in seeking employment. The workshops were an effective means of getting the most amount of information to the most women.

STATISTICS

	AEGIS	HENRY STREET	HRA	VSA
1. Number of People	21	61	51	28
2. Age	25 (av.)	27.8 (av.)	28.5 (av.)	30 (av.)
3. Number of children	2.6 (av.)	2.8 (av.)	2.5 (av.)	1 (av.)
4. Educational level	11	10.8	11	10
5. Race				
Hispanic	10 (47.6%)	18 (29.5%)	17 (33.3%)	10 (35.7%)
Black	10 (47.6%)	33 (54%)	28 (54.9%)	10 (35.7%)
Other	1 (4.8%)	10 16.5%)	6 (11.8%)	8 (28.6%)
6. Work Experience				7 (25%)
None	4 (19.1%)	15 (24.6%)	10 (19.6%)	11 (39.3%)
Some	8 (38.1%)	25 (41%)	23 (45.1%)	10 (35.7%)
Regular	9 (42.8%)	21 (34.4%)	18 (35.3%)	4 (14.3%)
7. Results				
Training	5 (23.8%)	16 (26.2%)	13 (25.5%)	7 (25%)
Job	3 (14.3%)	12 (19.7%)	6 (11.8%)	7 (25%)
Pending	8 (38.1%)	20 (32.8%)	22 (43.1%)	10 (35.7%)
Closed	5 (23.8%)	12 (19.7%)	10 (19.6%)	

CRITIQUE

Shelters are transitional living spaces. Their temporary nature necessitates that women assess their situation and utilize the time either to relocate, thus dissolving their former relationship, or to attempt to work out the differences in the relationship. Many of the women are contending with the welfare system for the first time and with the task of finding an apartment on the amount of money alloted by welfare.

Before the woman can begin looking for a job or applying for educational or training programs, she needs to find; 1) a permanent living space 2) adequate child care facilities. Until their living arrangements are stable, it is virtually impossible for the women to work or attend training classes on a daily schedule.

For this reason the shelter contacts are merely initial contacts with the real work occuring after the women leave the shelter. Assessment of abilities, skills, education and work history, can be made during their stay. Information as to possible

3. To act as an educational broker, referring participants to a network of other community agencies, organizations, and schools for further educational and vocational training.

The success of the program hinges on being able to refer women to available training programs. Most of the women in the shelters have required further educational and training resources. With the average educational level being the 11th grade, the women have felt they needed additional skill development before going into the job market. As a member of the CUNY system Borough of Manhattan Community College has access to numerous free GED and training programs and to the Computer Based Educational Opportunity Center which computerized all available training programs in NYC. Unfortunately many training programs are no longer operational and CBEOC funding was eliminated by budget cuts. Affiliation with the US Department of Labor Women's Bureau provided referrals to women who were interested in nontraditional employment.

4. To develop job placement opportunities, as well as on-the-job-training placement for women with job ready skills.

Borough of Manhattan Community College's contacts within the business world through its Continuing Education Department allowed for placement of qualified women. In addition, outreach work initiated by the Job Developer/Workshop leader provided other resources available to the program participants. In fact, as anticipated, this component of the project began to develop quite nicely. As each of the other components were dveloped and stabilized, focus was concentrated on other areas.

5. To send a bi-monthly newsletter which outlines up-and-coming educational and training programs to former shelter residents.

As mentioned before, a bi-monthly newsletter is sent to the women who have left the shelter. This allows them to stablize their lives and yet maintain contact with current resources. We found that it provided them a sense of "connectedness," of not being forgotten. People would call back as much as a year later.

6. To up-date a "how-to" manual which can be used by other educational institutions and agencies for developing similiar programs.

The manual is appended. It is designed to provide organizations with the information and processes necessary to develop a program to serve women, especially battered women who have special needs in finding jobs.

contacts and educational and training resources are given to the women as future references. When they leave the shelter and are "settled," they are invited to continue contact with the vocational counselor and to leave a forwarding address. Unfortunately, many times the counselor is not at the shelter when the women leave and the forwarding address is not available. During the initial interview we now obtain an address by which the woman can be reached in the future.

This year funding was increased to include a full-time Project Coordinator. Not only was program expansion possible but also linkages to local and state-wide organizations were made. Intitial steps to a firm job development component were begun. The needs as established by the proposal were being met, even if on a slower time line.

There were, however, limitations.

1. With the obvious need of the service, it was impossible for the project to expand to meet requests.
2. With one full-time and two part-time staff there was a great deal of overlapping of job functions. The Job Developer/Workshop Leader was not able to concentrate her efforts on job development. The Coordinator had to spend one third of her time in direct service. The Secretary's time was shared with other projects.
3. Follow-up consisted of a bi-monthly newsletter and a request that participants call. There was not enough staff to implement a viable follow-up component, whether it be to those not in contact with training, those in training or those who were employed.
4. There was not staff to run support groups for women who left the shelter and who began working or attending training programs.
5. The full,daily schedule of the Coordinator and Job Developer did not allow for evening and week-end workshops.

CONCLUSION:

The project developed a viable model to offer job assistance to battered women by addressing their needs and providing them the necessary skills and support in order to find employment. It accomplished its goals.

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MAY 27 1983